

# Pupil premium strategy statement – Stower Provost Community School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data   |
|--|--|
| Number of pupils in school   | 92   |
| Proportion (%) of pupil premium eligible pupils  | 16.3%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> ) | 2024 – 2027                                  |
| Date this statement was published  | November 2024                                |
| Date this statement was updated  | November 2025                                |
| Date on which it will be reviewed  | July 2026                                    |
| Statement authorised by  | Ailsa Boardman-Hirst, Headteacher            |
| Pupil premium lead   | Ailsa Boardman-Hirst, Headteacher            |
| Governor / Trustee lead  | Vanessa Lucas, lead for disadvantaged pupils |

## Funding overview

8 - £1515 per pupil = 12,120

4 - £2,630 adopted from care or looked after = 10,520

3 - £350 service pupil premium = 1,050

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15 x £0 recovery premium funding allocation for 2025-26 = £0

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year | £23,690 |

|   |                |
|---|----------------|
| Recovery premium funding allocation this academic year    | £0             |
| Pupil premium funding carried forward from previous years | £0             |
| <b>Total budget for this academic year</b>                | <b>£23,690</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Our overarching objective is that all our pupils should be given opportunities to build their confidence, resilience, academic attainment and positive outlook on the world with a view to them achieving their full potential and a lifelong love of learning. This can be achieved through the teaching of a broad and balanced curriculum which is enriched with opportunities for the development of experiences for pupils.

All staff should take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Needs and barriers need to be identified, understood and overcome for all children as part of excellent provision.

In line with the Education Endowment Foundation's (EEF's) findings we aim to deliver and develop:

- a) high-quality teaching to be at the heart of our approach
- b) focus on targeted academic support, (especially in phonics, reading, maths and emotional development).
- c) tackling non-academic barriers to academic success (such as difficulties with attendance, behaviour and social and emotional wellbeing).

These 3 key areas are proven to have the greatest impact on closing the disadvantage attainment gap.

Staff development is imperative to facilitate quality teaching provision and benefit all children - especially the most disadvantaged.

Behaviour in the school is good. A very small minority of children, however, need additional support to manage their emotions when challenged. We intend to have an enhanced range of support to offer these pupils before situations occur.

Over the past years, our number of pupils identified as disadvantaged has risen, with numbers appearing to plateau in the last two years. Their needs are diverse, so it is important our staff are well-trained in proven strategies to help the children achieve their potential. We will identify relevant research and best practice, along with providing training to enable staff to address effectively the needs of the children.

### **Strategies**

The targeted and strategic use of pupil premium funding will support Stower Provost Community School in achieving our aim of helping all our pupils to reach their full potential across the school. To do this we will ensure that the pupil premium funding

reaches the groups of pupils for whom it was intended and that it makes a significant impact on their educational and emotional outcomes. We will achieve this through:

- Quality first teaching and an engaging curriculum.
- Development of communication skills and vocabulary which are key to closing the gap, as they enable access to all aspects of the curriculum, material and content. The ability to listen to instructions, speak eloquently and verbally articulate ideas and thoughts, collaborate with peers and have the confidence to express views are vital skills that support success in learning and life.
- Identify further opportunities to increase the children’s experiences and ambitions for all children.
- Provide training for staff to be able to deliver proven strategies designed to enhance pupil well-being and attainment
- Additional support for some disadvantaged children may be necessary and strategies such as focus teaching, targeted pre and post teaching and interventions may all be strategies used. Actions such as this will be measurable, targeted to need and time bonded.
- Closing the attainment gap between our disadvantaged pupils and peers through creating packages of support which accelerate progress.
- Further developing links with families and the wider community to support children both at school and at home.
- Continuing to support and nurture our children from armed forces families to cope with all of the challenges they may face.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number                      | Detail of challenge  |
|---------------------------------------|--|
| 1<br>Use of <b>diagnostic testing</b> | Use of diagnostic testing to identify learning gaps, need and/or ‘spikey profiles’ in pupils, enabling early identification, proactive intervention and the upskilling of pupils, particularly those who are disadvantaged.  |
| 2<br><b>Communication abilities</b>   | Assessments, observations, and discussions with pupils indicate the need to develop oral language skills and vocabulary, particularly linked to project work. This is evident from Reception through to KS2. This is coupled with increased numbers of children within the Early Years and key stage one showing delays or issues with their <b>communication abilities</b> , with speech and language support being required. |

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| <p>3<br/><b>Reading</b></p>                    | <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>reading</b>, reading fluency and reading for understanding than their peers.</p>   |
| <p>4<br/><b>Maths</b></p>                      | <p>Internal and external assessments indicate that <b>maths attainment</b> among disadvantaged pupils is below that of non-disadvantaged pupils. With a focus across the board being on basic arithmetic skills and multi-step word problems being understood and solved appropriately.</p>   |
| <p>5<br/><b>Knowledge gaps in learning</b></p> | <p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in <b>knowledge gaps</b>, leading to pupils falling behind age-related expectations, especially in reading.</p> <p>A well sequenced, planned spiral curriculum has been put into place, benefitting pupils.</p> <p>New progression grids have been created with clear prior knowledge, next steps and key knowledge to be imparted outlined. 5 ‘sticky knowledge’ elements are linked to each curriculum area and project.</p>  |
| <p>6<br/><b>Loss of independence</b></p>       | <p><b>Loss of independence</b> – It is noticeable that children need to take greater responsibility for their own learning, and to be taught the skills to edit and improve their work without relying on adult intervention. This is particularly evident with our upper KS1 and lower KS2 pupils.</p>   |
| <p>7<br/><b>Emotional issues</b></p>           | <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified <b>social and emotional issues</b> for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Social and emotional needs and maximising access to ELSA to support vulnerable individuals and groups is vital, particularly with an increasing number of families and pupils having a high level of need.</p> <p>Access to specialist support is currently limited due to the volume of need in the area. This may result in additional emotional support being required and issues being exacerbated.</p> <p>Teacher referrals for support are increasing, particularly within KS2 aged pupils, and referrals to Early Help has increased within the KS1 pupil body for the year 24-25.</p> |

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|  | 15 pupils (9 of whom are disadvantaged) required additional support with social and emotional needs (24-25). This year 10 pupils require SEMH support (5 of whom are disadvantaged) (25-26)   |
| 8<br><b>Attendance</b>                     | Our <b>attendance</b> data over the last year indicates that attendance among disadvantaged pupils has been better than that of non-disadvantaged pupils, in the norm. Only two disadvantaged children had attendance rates less than 90% for the year 24-25, while five advantaged children had rates less than 90%. |
| 9<br><b>Staff professional development</b> | Adequate time for <b>staff professional development</b> , to ensure high quality teaching is provided to all pupils, particularly those disadvantaged. Access to training, timetabling and resource management is challenging.  |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria   |
|--|--|
| 1. Use of <b>diagnostic testing</b>  | Use of diagnostic testing to identify needs early, enabling prompt appropriate intervention and the upskilling of pupils, particularly those who are disadvantaged.  |
| 2. Improved <b>communication</b> skills, including oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicating significantly improved oral language, particularly among disadvantaged pupils. This is evident when support is linked e.g. S&L specialist support is joined with school support and the triangulation with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.   |
| 3. Improved <b>reading and writing fluency</b> and attainment among disadvantaged pupils.                          | <p>The RWI programme is embedded, with interventions and support given to those falling below expected standards.</p> <p>A reading programme was written and introduced in Sept 24, with a view that reading skills progress beyond the RWI programme, with a focus on ensuring that all pupils are reading with fluency and understanding.</p> <p>Children's fluency to write is a focus within the SDP, and a writing programme has been developed and introduced in Sept 25, with a view to broadening pupils' exposure to high quality texts, and develop writing skills and fluency and pupils progress through the school; the aim being that pupils write effortlessly and have a broad understanding and how to write in different genres.</p> |

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| <p>4. Improved <b>maths</b> attainment for disadvantaged pupils at the end of KS2.</p>   | <p>KS2 maths outcomes in 2024/25 showed progress is being made by pupils, with their ability to problem solve improving.</p> <p>The school worked with the Jurassic Maths Hub 2024/25 and continues to work with the Hub for the forthcoming year 2025/26. With the support of the Hub, Mastering Number has been introduced into EYFS and KS1 classrooms in Sept 2025, to ensure strong foundations in the understanding of number are formed.</p> <p>Improved arithmetic skills is evidenced in children's work, as well as increased confidence and competence with understanding and solving multi step problems, evidenced through class observations.</p>   |
| <p>5. Infill <b>knowledge gaps</b> through progressive and planned curriculum</p>  | <p>Knowledge gaps identified and infilled with specific targeted teaching. Continued well planned, sequenced spiral curriculum which is challenging and personalised to pupils within the school. Previous knowledge ascertained, key knowledge clearly identified and next steps outlined. Knowledge gaps reduced, supporting future learning.</p> <p>Key knowledge questions are presented at the start of a project and revisited throughout learning, with end of project knowledge assessed. This information is collated by subject leaders and shared with governors. Misconceptions are addressed and gaps in knowledge highlighted and retaught as needed.</p> <p>Data shows improved knowledge from the start to the end of project assessments for all pupils, including those that are disadvantaged.</p> |
| <p>6. Develop <b>independence</b></p>  | <p>Pupils taking responsibility for their own learning, able to work independently, edit and improve their work without relying on adult intervention by the end of the EYFS and KS1.</p>   |
| <p>7. To achieve and sustain improved <b>social and emotional wellbeing</b> for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• reduction in number of pupils requiring ELSA or Stormbreak support within KS1.</li> <li>• Participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Reduced number of families requiring Early Help support, particularly within KS1.</li> </ul>  |
| <p>8. To achieve and sustain improved <b>attendance</b> for all pupils, particularly our disadvantaged pupils.</p>                                   | <p>Sustained high attendance over the course of the year demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate lowering for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being</li> </ul>   |

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|  | <p>reduced. Data from 24-25 showed unauthorised absences had reduced, with 8.8% of pupils having absence levels of less than 90% with only 3% of the 8.8% being pupils who are disadvantaged.</p> <ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent lowered and the figure among disadvantaged pupils being in line with their peers.</li> </ul> |
| 9. Improved <b>CPD access</b> and opportunities for staff. | School staff following a planned CPD programme linked to Rosenstine's principles to ensure high quality teaching is provided to all pupils, particularly those disadvantaged.  |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 7,530**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of standardised diagnostic assessments.  | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.   | 1, 2, 3, 4, 5                 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>                                  | 1, 2, 9                       |
| Ongoing purchase of phonics programme materials and training, to secure stronger phonics teaching for all pupils, along with appropriate books to support pupils in becoming fluent readers, who read with understanding and love reading     | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:<br><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a><br><br>Pupils who enjoy reading are three times more likely to have good mental wellbeing than children who | 2, 5, 6, 9                    |

|   |  |                              |
|---|--|------------------------------|
|   | don't enjoy it. have better well being. <a href="#">Read our research report from 2019.</a> National Literacy Trust.   |                              |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>   | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>Involvement with, and support from, the Jurassic Maths Hub.</p>   | 4, 5, 9                      |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Review PSHE curriculum offering i.e. SCARF to replace Jigsaw programme, with related pupil training days.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p>Training, purchase and use of the Stormbreak platform. Facilitate access to ELSA support in school and additional support packages e.g. girls on board, music therapy groups.</p> | 7, 8, 9                      |
| <p>Improve attendance and the tracking of school attendance.</p>  | <p>Improve attendance through parental engagement and support, linking with third parties where appropriate. Consider how to develop ideas from the 'Thrive document – how to tackle low attendance.; <a href="#">Thrive Attendance Guide.pdf (thriveapproach.com)</a></p>   | 7, 8                         |
| <p>Staff training including having a planned CPD programme linked to Rosenshine's principles.</p>   | <p>Accessing CPD opportunities including the cover cost to facilitate the releasing of staff to attend training.</p>   | 9 and to all other elements. |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Purchase of a programme material to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Offer opportunities through ESB to develop communication and confidence when communicating.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p> <p>ESB - ESB's National Impact Report 21/22 includes research from its most disadvantaged primary and secondary schools, demonstrating an impact score of 9/10 and 8/10 respectively, and highlighting the significant impact that ESB qualifications have on the Oracy skills of their learners: <a href="#">ESB-INFO-C70-Oracy-Assessment-Impact-Report-2021-22-v1.pdf (esbuk.org)</a></p> | 1, 2, 5                       |
| <p>Additional support sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our Ruth Miskin representatives.</p>  | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>   | 2, 5                          |
| <p>Additional maths sessions targeted at disadvantaged pupils who require further phonics support.</p>  | <p>Supporting the learning of maths approaches impacts on pupils, particularly from disadvantaged backgrounds. Targeted maths interventions are shown to be more effective when delivered regularly.</p>   | 4, 5                          |
| <p>Social and Emotional interventions</p>   | <p>There is an increase in pupils with SEMH. The number of pupils with SEN support has increased by markedly so that now 30% of pupils in the school are on the SEN register, of these a significant</p>   | 7, 8, 9                       |

|  |   |  |
|--|---|--|
|  | <p>number SEMH support, with 56% of pupils receiving support being from disadvantaged backgrounds.</p> <p>ELSA and Stormbreak programmes provide essential support to pupils.</p> |  |
|--|---|--|

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£3,660**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Whole staff training on delivering quality first teaching.  | Rosenshine's Principles of Instruction are based on evidence from three sources. Cognitive science research, which focuses on how the brain takes in and uses new information. This was helpful in determining ways to overcome the limitations of working memory when attempting to learn new things. | 9                             |
| Targeted staff trained in offering ELSA based support for pupils.   | There is high numbers of pupils with SEMH in the school requiring support (11%), of which 100% are in KS2, with 50% of pupils from disadvantaged backgrounds requiring ELSA based or similar support. ELSA and Stormbreak programmes provide essential support to pupils.                              | 7, 8, 9                       |
| Staff training linked to the well being of staff  | Staff well being is as important as pupil well being. Maintaining known staff, giving stability to pupils and their learning is important in offering consistency.   | All areas                     |
| <p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  | 8, 9                          |

|                                    |  |           |
|------------------------------------|--|-----------|
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All areas |
|------------------------------------|--|-----------|

**Total budgeted cost: £ 23,690**

**£160 difference from 24-25 = £23,530 to 25-26 £23,690**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The performance of our disadvantaged pupils did not meet expectations in the academic year 2024-25, however we are working hard to address this and to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

In 2024 - 25

27% of pupils in the school had SEN. (24/89)

15% of pupils were disadvantaged in the school. (13/89).

Of our disadvantaged pupils:

54% of disadvantaged pupils were on our SEN register (13/24).

#### Phonics interventions with PP children

|           | Number in Class | Number of PP children | Number of pupils on SEN register | Number having RWI or phonic/reading interventions | Number of PP pupils having RWI or phonic/reading based interventions |
|-----------|-----------------|-----------------------|----------------------------------|---|--|
| Reception | 7               | 1                     | 0                                | 0   | 0  |
| Year 1    | 10              | 0                     | 2                                | 0   | 0  |
| Year 2    | 15              | 3                     | 4                                | 4   | 1  |
| Year 3    | 16              | 3                     | 6                                | 6   | 2  |
| Year 4    | 14              | 4                     | 4                                | 6   | 2  |
| Year 5    | 11              | 4                     | 4                                | 4   | 3  |
| Year 6    | 16              | 2                     | 4                                | 5   | 2  |
| TOTAL     | 89              | 17                    | 24                               | 25  | 10   |

| National Assessments: Summer 24  | Stower Provost Community School:<br>Pupils eligible for pupil premium |
|--|---|
| 70% achieved a pass in the national Year 1 phonics screening check (7/10 – Year 1, with 2 pupils not at level to complete)   | 0 children in year with PP status.                                    |
| 50% achieved Age Related Expectations (ARE) or higher in reading, writing and maths in Year 1. (4/8, with two not at level to test)  | 0 children in year with PP status.                                    |
| 0% achieved a pass in the phonics screening check by Year 2 pupils, who had not passed the previous year. (0/2)  | 1 out of the 2 was PP.  |
| <p>29% achieved Age Related Expectations (ARE) or higher in reading, writing and maths in Year 2. (4/14)</p> <p>This based on the Year 2 SATs data:<br/> 64.2% achieving ARE in or above Maths (9/14)<br/> 42.8% achieving ARE or above in Reading (6/14)<br/> 42.9% achieving ARE or above in SPaG (6/14%)</p> <p>Based on the PIRA/PUMA data:<br/> 29% achieved Age Related Expectations or higher in reading writing and maths in Year 2 (4/14)</p> | 1 out of 2 achieved ARE in reading, writing and maths                 |
| 42.8% achieved ARE or above in Reading (6/14) in Year 2 (KS1 SATs)   | 0 out of 1 achieved ARE in reading.                                   |
| 50% achieved ARE or above in Writing (7/14) in Year 2 (KS1 teacher assessment)   | 0 out of 1 achieved ARE in Writing.                                   |
| 42.9% achieved ARE or above in SPaG (6/14) in Year 2 (KS1 SATs)  | 0 out of 1 achieved ARE in SPaG.                                      |
| 64.2% achieved ARE in or above Maths (9/14)  | 0 out of 1 achieved ARE in maths (SATs)                               |

|  |  |
|--|--|
| 27% achieved Age Related Expectations (ARE) or higher in reading, writing and maths in Year 3. (4/15 based on PIRA, PUMA and GAPS data and teacher assessment - summer 25) | 0 out of 2 achieved ARE in reading, SPaG and maths in Year 3. (PIRA, PUMA, GAPS)<br><br>0 out of 2 achieved ARE in writing (teacher assessment)  |
| 27% achieving Age Related Expectations (ARE) or higher in reading, writing and maths in Year 4 (4/15).   | 0 out of 3 achieved ARE or higher in reading, writing and maths in Year 4 (PIRA, PUMA, GAPS)<br><br>1 out of 3 achieved ARE in reading.<br><br>1 out of 3 achieved ARE in SPaG.<br><br>1 out of 3 achieve ARE in writing (teacher assessment)<br><br>1 out of 3 achieved ARE in maths. |

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level.

| Attainment 2025 |  |   |   |
|-----------------|--|---|---|
|                 | Pupil Premium Attainment   | Non Pupil Premium Attainment  | All pupils  |
| (GLD) EYFS      | 1/1 wkg towards<br>1/1 ARE +   | 1/6 wkg towards<br>5/6 ARE +  | 1/7 wkg towards<br>6/7 ARE +  |
| Year 1 Phonics  | 0 of 0 PP passed<br>0%   | 7/10 passed<br>70%  | 7/10 passed<br>70%  |
| KS1             |  |   |   |
| Reading (PIRA)  | 0/0 Yr 1 ARE +<br>(0%)<br>2/3 Yr 2 ARE +<br>(66%)<br>2/3 KS1 ARE+<br>(66%) | 5/8 Yr1 ARE+<br>(62.5%)<br>7/11 Yr 2 ARE +<br>(64%)<br>12/19 KS1 ARE +<br>(63%) | 5/8 Yr1 ARE+<br>(62.5%)<br>9/14 Yr 2 ARE +<br>(64%)<br>14/22 KS1 ARE +<br>(64%) |
| SPAG            | 0/0 Yr 1 ARE +<br>(0%)<br>1/3 Yr 2 ARE +<br>(33%)<br>1/3 KS1 ARE+          | 4/8 Yr 1 ARE +<br>(50%)<br>6/11 Yr 2 ARE +<br>(55%)<br>10/19 KS1 ARE+           | 4/8 Yr1 ARE+ (%)<br>(50%)<br>7/14 Yr 2 ARE +<br>(50%)<br>11/22 total ARE +      |

|                |  |  |  |
|----------------|--|--|--|
|                | (33%)  | (53%)  | (50%)  |
| Maths          | 0/0 Yr 1 ARE +<br>(0%)<br>2/3 Yr 2 ARE +<br>(66%)<br>2/3 KS1 ARE+<br>(66%)   | 6/8 Yr 1 ARE +<br>(75%)<br>7/11 Yr 2 ARE +<br>(64%)<br>13/19 KS1 ARE+<br>(68%)   | 6/8 Yr1 ARE+<br>(75%)<br>9/14 Yr 2 ARE +<br>(64%)<br>15/22 total ARE +<br>(68%)  |
| KS2            |  |  |  |
| Reading (PUMA) | 1/2 Yr3 ARE +<br>(50%)<br>3/4 Yr4 ARE +<br>(75%)<br>1/3 Yr5 ARE +<br>(33%)<br>0/2 Yr6 ARE +<br>(0%)<br>4/11 KS2 ARE +<br>(50%) | 11/13 Yr3 ARE +<br>(85%)<br>11/11 Yr4 ARE +<br>(100%)<br>3/7 Yr5 ARE +<br>(43%)<br>4/13 Yr6 ARE +<br>(31%)<br>29/44 KS2 ARE +<br>(66%) | 12/15 Yr3 ARE +<br>(80%)<br>14/15 Yr4 ARE +<br>(93%)<br>4/10 Yr5 ARE +<br>(40%)<br>4/15 Yr6 ARE +<br>(27%)<br>34/55 KS2 ARE +<br>(62%) |
| GAPS           | 0/2 Yr3 ARE +<br>(0%)<br>1/4 Yr4 ARE +<br>(25%)<br>1/3 Yr5 ARE +<br>(33%)<br>1/2 Yr6 ARE +<br>(50%)<br>3/11 KS2 ARE +<br>(27%) | 7/13 Yr3 ARE +<br>(54%)<br>6/11 Yr4 ARE +<br>(55%)<br>4/7 Yr5 ARE +<br>(57%)<br>9/13 Yr6 ARE +<br>(69%)<br>26/44 KS2 ARE +<br>(59%)    | 7/15 Yr3 ARE +<br>(47%)<br>7/15 Yr4 ARE +<br>(47%)<br>5/10 Yr5 ARE +<br>(50%)<br>10/15 Yr6 ARE +<br>(66%)<br>29/55 KS2 ARE +<br>(53%)  |
| Maths          | 0/2 Yr3 ARE +<br>(0%)<br>1/4 Yr4 ARE +<br>(25%)<br>0/3 Yr5 ARE +<br>(0%)<br>1/2 Yr6 ARE +<br>(50%)<br>2/11 KS2 ARE +<br>(18%)  | 1/13 Yr3 ARE +<br>(8%)<br>7/11 Yr4 ARE +<br>(64%)<br>2/7 Yr5 ARE +<br>(29%)<br>7/13 Yr6 ARE +<br>(54%)<br>17/44 KS2 ARE +<br>(39%)     | 1/15 Yr3 ARE +<br>(7%)<br>8/15 Yr4 ARE +<br>(53%)<br>2/10 Yr5 ARE +<br>(20%)<br>9/15 Yr6 ARE +<br>(60%)<br>20/55 KS2 ARE +<br>(36%)    |

The use of diagnostic testing has enabled 'spikey profiles' to be identified and specific targeted interventions and scaffolding to be offered to pupils, leading to improved outcomes for pupils.

Communication abilities are improving through assessment and observations, along with SALT/school collaboration. In Sept 25 all pupils were assessed using the SALFORD reading assessment and pupils started to be assessed linked to the WELCOM program. This has enabled the identification of pupils requiring support. Key vocabulary linked to projects is targeted through teaching and has led to improved pupil

skills. This is seen through pre and post assessment data, as well as engagement in lessons and book scrutiny.

Reading Write Inc continues to have a positive impact on pupils, with disadvantaged pupils in KS1 excelling in comparison to their counterparts, while the three pupils in KS2 who remain on the programme are all disadvantaged pupils. RWI was introduced into the school in Sept 2023.

The introduction and use of the Curriculum Maestro platform since Sept 2023, offering a progressive planned curriculum which is adapted to the learning needs and experiences of our children; along with clear planning grids identifying vocabulary, key questions, sticky knowledge, pre learning and next steps have helped identified gaps in pupil learning. This has benefitted our disadvantaged pupils with data showing they are retaining knowledge in line with those pupils who are not disadvantaged. This has also led to improved independent working by pupils.

Targeted well-being days have been introduced to support all pupils, particularly those who are disadvantaged. Emotional issues are supported through ELSA and Stormbreak sessions. 5 out of 15 disadvantaged pupils currently receive 1:1 and/or small group well being support.

The school, as a whole has good attendance over all. Attendance is monitored carefully, with falling attendance identified and support given to pupils and families. Of the 15 pupil premium children at the school currently, only two pupils have attendance of less than 90% to date.

CPD is given high priority within the school with many staff members following independent interest pathways and accessing training independently through a variety of accredited providers. 47% of staff have followed long term CPD (24-25), with 53% of staff expected to follow long term CPD in the year 25-26. Of these 43% of class teachers have followed long term CPD opportunities in the academic year 24-25, with 71% of class teachers expected to follow long term CPD in the academic year 25-26, ensuring high quality teaching, particularly to those disadvantaged.

## Externally provided programmes

| Programme         | Provider       |
|-------------------|----------------|
| Early Support Hub | Dorset Council |
|                   |                |

## Service pupil premium funding (optional)

| How our service pupil premium allocation was spent last academic year   |
|---|
| Emotional wellbeing and academic achievement of service children is important to our school. We identified gaps in service children's education caused by moving between schools which we addressed with targeted support and identified how service children's confidence could be further developed, supporting them with future possible moves. This was achieved through parent consultation and offering support with music lessons. |
| The impact of that spending on service pupil premium eligible pupils  |
| Teachers observed improvements in the wellbeing amongst service children.   |

## Further information (optional)

**Additional activity**